DOCUMENT RESUME

ED 436 467 SO 031 238

AUTHOR	Coufal, Kathy L.; Grandgenett, Neal F.
TITLE	The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education. Evaluation Progress Report No. 1.
INSTITUTION	Westside Community Schools, Omaha, NE.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	1996-02-00
NOTE	17p.; For Evaluation Progress Report No. 2, see SO 031 239; for Evaluation Progress Report No. 3, see SO 031 240; for Evaluation Progress Report No. 4, see SO 031 241.
CONTRACT	R303A50443
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annual Reports; *Art Education; Budgets; *Curriculum Development; Disadvantaged Youth; Discipline Based Art Education; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach; Internet; Museums; Rural Education; Student Educational Objectives; Telecommunications; Urban Education
IDENTIFIERS	Learning Environment; *Nebraska; Progress Reporting; *Technology Integration

ABSTRACT

The project of focus in this evaluation progress report is currently completing the second year of full operation and is a 5-year project that links technology and the visual and performing arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. The report notes that special emphasis is placed on serving disadvantaged students in rural and urban areas. It states that the project's focus is to develop curriculum models of engaged student learning using technology and resources of the "Information Superhighway," and that five museums are also involved. The report explains that the project is drawing upon successful and extended collaboration with ARTnet, an electronic communications network, and Prairie Visions, an active consortium of discipline-based art educators. According to the report, the "Community Discovered" project has five goals: (1) to promote and encourage academic achievement; (2) to provide student equity in access to state and national museum resources; (3) to enable educators to effectively use appropriate technologies for teaching and learning; (4) to effectively integrate the arts into interdisciplinary curriculum projects; and (5) to create a national network of educators to support the development and implementation of appropriate learning strategies that integrate the arts and technology into other subject areas. The report comments on the project's status and activities and also explains that an evaluation plan is in place, the activities of which draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. It states that there is a team effort underway by all stakeholders in the project to positively effect the learning environment of all students. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 467

I. Project Identification

Westside Community Schools / District 66

3534 South 108th Street
Omaha, Nebraska 68144

Award No. R303A50443

The Community Discovered:
The Search for Meaning Through the Integration of Art and Technology in K-12 Education

Contact: Kathy L. Coufal, Ph.D.
Project Director
Phone: 402-390-8323
Fax: 402-390-8325
Email: coufal@unomaha.edu

Neal Grandgenett

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Evaluation Progress Report No. 1

Prepared by:
Kathy L. Coufal, Ph.d., Project Director
In cooperation with
Neal F. Grandgenett, Ph.D., Project Evaluator

Submitted: February, 1996

SO 031 238

BEST COPY AVAILABLE

The Community Discovered: The Search for Meaning Through the Integration of Art and Technology in K-12 Education
Westside Community Schools

II. Project Summary

The Community Discovered is a five-year project that links technology and the visual arts with other subject areas to transform the education of K-12 students in Nebraska and nationwide. A special emphasis will be to serve rural and urban disadvantaged students. The focus of this project is to develop curriculum models of engaged student learning using technology and the resources of the Information SuperHighway. Five art museums will be involved.

The project will be conducted by Westside Community Schools in Omaha, Nebraska, and the Nebraska Department of Education in Lincoln. The Community Discovered project will use and expand on the mission of Prairie Visions: The Nebraska Consortium for Discipline-Based Art Education, based at the Nebraska Department of Education. Prairie Visions is a consortium of nearly 100 Nebraska school districts, the Nebraska Department of Education, three Nebraska university systems, the three Nebraska art museums, and other arts and education agencies. Prairie Visions is sponsored by the Nebraska Department of Education, the Getty Center for Education in the Arts, and the Nebraska Art Teachers Association.

The Community Discovered builds upon and extends the impact of the Art and Technology Integration (ATI) Project, conducted by Westside and the Grand Island Public Schools. The ATI project received a two-year grant from the Excellence in Education Council, funded by Nebraska state lottery proceeds.

The Community Discovered project has five goals: 1) to promote and encourage academic achievement, 2) to provide student equity in access to State and national museum resources, 3) to enable educators to effectively use appropriate technologies for teaching and learning, 4) to effectively integrate art into interdisciplinary curriculum projects, and 5) to create a national network of educators to support the development and implementation of appropriate learning strategies that integrate art and technology into other subject areas.

III. Project Status

The project "The Community Discovered: The Search for Meaning Through the Integration of Art and Technology in K-12 Education" has made considerable progress in its start-up and organizational activities. As described in the Project Summary section, the project focuses on enhancing education by developing interdisciplinary units that deliver art and art resources to the classrooms of Nebraska and the world via the Internet. The project is a multi-element education program that brings National Art Museums into classrooms electronically, develops computer integration strategies, trains and supports teachers, builds curriculum, instruction, and assessment strategies, and seeks to build a nationwide community for art and technology integration. This new project is building upon an initial pilot project called the Art and Technology Integration Project (ATI) which was funded by an Excellence in Education grant from the state of Nebraska. The ATI project is providing an initial mechanism for many Community Discovered start-up activities. The general impact of the Community Discovered Project is being assessed by a comprehensive evaluation plan which targets specific project objectives and related project activities.

The design of the evaluation for the Community Discovered Project is essentially that of an "impact analysis". In evaluation studies, impact analysis can be defined as "determining the extent to which one set of directed human activities affected the state of some objects or phenomena, and ..... determining why the effects were as large or small as they turned out to be" (Mohr, 1992, p.1). In this examination of the effectiveness of the Community Discovered Project, the evaluation design is focused on analyzing data related to each of the five goals, and related project objectives. The evaluation will seek to determine the

general impact of the project on K-12 education in the participating schools, and will include a careful examination of the learning environments for both students and teachers. The evaluation will also examine the potential use of the project as a model for replication by other educational institutions and organizations.

Within the evaluation, a comprehensive approach to data collection is targeting information related to each goal and objective. These data types include 1) teacher survey data, 2) electronic data, such as Web site use, 3) classroom observations and videotaping, 4) teacher and student interviews, 5) student progress reports and portfolios, and 6) focus groups. This initial evaluation period of the project is associated primarily with formalizing the data collection and analysis procedures for each of the objectives, with preparations for implementation. An evaluation team from Office of Internet Studies (OIS) in the College of Education at the University of Nebraska at Omaha (UNO) will be coordinating the evaluation with assistance being planned from FarWest Laboratories / West Ed (FW) for external oversite evaluation.

Both quantitative and qualitative approaches are being initiated to summarize the data collected, with conclusions and implications for each reporting period based on multiple sources of data. Reports will be produced for each reporting period, with additional formative feedback provided to the project between report intervals (such as summaries of teacher survey data, etc.). The initial status of each project objective (along with organizational goal and related evaluation activities) is summarized in the following narrative.

The following reflect the goals and activities as they were written in the original application. Upon further examination it was determined that the relevancy of objectives were more salient when aligned with particular goal statements. While the content/intent of the original goals and objectives remains unchanged, the organization and numbering of these objectives has been altered. Notations referencing "the page numbers and sections of the approved application", as requested in the guidelines for the progress report, will be included in the following status report summaries. The page and objective number as written in the original application will be noted for each of the following objectives.

Goal 1: To enable students to achieve high academic standards in art and other core subject areas.

Objective 1.1 80% of students in classes using the modules will show evidence of improved academic achievement as indicated by: a) decline in absenteeism, b) increased student self-concept as indicated by student attitude surveys and focus groups, c) students performing at higher levels as determined by each school's assessment of student progress and electronic portfolios where used.
(originally Objective IV.2, Page 16)

Activities	Timeline
• A longitudinal survey of student attendance records.	1996-2000
• Perform an annual student attitude survey.	1996-2000
• Annual focus groups for students.	1996-2000
• Collection of quantitative and qualitative information on student performance.	1996-2000
• Students will create an electronic portfolio and/or multimedia presentations.	1996-2000

BEST COPY AVAILABLE

Evaluation Plan

• Student attendance records to track absenteeism.	1996-2000
• Narrative summaries of focus group feedback.	1996-2000
• Analysis of student attitude survey.	1996-2000
• Student progress reports of students involved in integrated constructivist curriculum projects.	1997-2000
• Panel review of student work from integrated constructivist curriculum.	1998-2000
• Case studies of students who have been taught over the course of the project and comparison with cases of students who have not been taught in the project.	1996-2000

Status

Lesson development and planning is already beginning modeled in the project by teachers who were originally a part of the Art and Technology Integration project, and are starting to be reviewed by the Project Evaluation Team. Each of these lessons blend art with other disciplines and incorporate information based technology, such as the Internet. The Westside Community School district is beginning to work with electronic portfolios, to help establish pilot information for the other districts. Project related personnel, such as Site Coordinators, a Computer Specialist, and an Art & Technology Coordinator are being interviewed, and will be hired soon to initiate more extensive Community Discovered activities. Upon establishment of site personnel, school based records will be identified for contributing baseline data for the Evaluation Team related to student achievement and attendance information. The Evaluation Team is working to organize an ongoing survey process, and establish protocols for student data collection and case study activities.

Goal 2: To provide students and educators in rural and disadvantaged urban areas with equal access to the nation's information and art museum resources.

Activity I: The Electronic Art Museum in the Classroom

Objective 2.1 A minimum of 750 art images will be available through the Internet along with curriculum and contextual information for use by educators and students. Images will come from the collections of the Smithsonian NMAA; the Getty Museum; the Joslyn; the Sheldon, and MONA.
(originally Objective I.1, Page 11)

Activities	**Timeline**
• Teachers will request images to be digitized and museums will honor these requests.	1996-2000
• The five museums will digitize 750 art images from their collection (collectively each year).	1996-2000
• Contextual information to accompany each image will be developed.	1996-2000
• Hypertextual information to accompany each image will be developed.	1996-2000
• Educators will access the images along with contextual information.	1996-2000
• Teachers will review the Smithsonian's thematic cluster CDs for potential resources.	1996-2000
• A database of images will be created.	1996-2000
• Museum links will be updated regularly on the ARTnet web site.	1996-2000

Evaluation Plan

• Survey of museums about number of images selected and digitized.	1996-2000
• Panel review of range and quality of images.	96, 98, 2000
• Electronic log of "hits" by teachers and by students on digitized images databases.	1996-2000
• Survey of teachers and students using digitized images resources.	1996-2000
• Survey of hardware and software availability for teachers and students.	96, 98, 2000
• Site visit to workshop, presentation, etc.	1997, 1999
• Participating teachers will create a database of images	1996-2000

Status

A group of teachers from the initial Art and Technology Integration project have had an on-site visit with the Smithsonian Museum to review their available works, and begin to provide a linkage between the museum personnel and educators related to activities planned for the Community Discovered Project. The Smithsonian Museum is taking a strong leadership role in initiating the museum related activities in the project, and image scanning is being initiated by that site, based upon educator requests. Other museum collaboration is also being initiated, such as with the Joslyn Art Museum, and will be formalized as the Art & Technology Coordinator and Project Computer Specialist personnel (in the hiring process) begin to assume their project related activities. Evaluation efforts for this objective are focusing on establishing the necessary survey process, and organizing the appropriate electronic data collection activities needed from project related web sites.

Objective 2.2 Museum educators at the Joslyn Art Museum, the Sheldon and MONA will each develop at least one educational outreach program using appropriate technologies such as the Internet, kiosk, and interactive multi-media.
(originally Objective I.2, Page 11)

Activities	**Timeline**
• Museums will develop and document outreach programs using CD/ROM and/or Internet.	1997-2000

Evaluation Plan

• Structured interviews will be conducted with the museum educators.	1997-2000
• Documentation related to outreach programs and plans will be summarized.	1997-2000

Status

Museum educators are in the planning stages for eventual on-line activities, and are currently examining the costs and support issues related to Internet connectivity at their specific site. Increased participation by these organizations is expected as the Community Discovered project begins to expand additional museum based activities beyond the Smithsonian's efforts, and involve additional image identification and image scanning work. An interview protocol for the museum educators is being developed by the Evaluation Team.

Goal 3: To enable educators to effectively use appropriate technologies for teaching and learning in art and other core subject areas.

Activity II: Computer-Based Educational Strategies
Activity III: Professional Development and Support for Educators

Objective 3.1 Through collaboration with private companies, project educators will test and evaluate five commercial technology tools (i.e. software packages) per year for applicability to classroom settings and instructional objectives.
(originally Objective II.1, Page 12)

Activities	**Timeline**
• Educators will test, evaluate, and adapt selected commercially produced technology tools in classroom settings including electronic portfolio software packages.	1996-2000
• Students will collaborate using video conferencing of CUSeeMe	1997-2000
• One classroom will pilot the use of EMG's video on demand and live interviews with experts.	1996-2000

Evaluation Plan

• Documentation related to tool review and evaluation will be collected and summarized.	1996-2000
• Observations will be conducted and summarized related to video conferencing activities.	1996-2000

Status

This activity is being piloted with the Art and Technology Integration teachers, and teachers have begun using computer software contributed by the Getty Museum and the Microsoft Corporation. Approximately 45 different software programs were available for review on January 31, 1996, for the ATI participants. In addition, teachers will help in reviewing a beta version CD-ROM developed by the Smithsonian (to be available for evaluation in April, 1996). These pilot activities will help refine some formal review forms to be used by the Community Discovered project, for evaluation related documentation. Videoconferencing has not yet been started, but dialogue is being initiated by list serve and electronic mail, with an expectation for eventual use of videoconferencing for periodic communication activities.

BEST COPY AVAILABLE

Objective 3.2 By 1996, each school site in participating districts will have access to a technology resource person available to assist teachers in evaluating and selecting appropriate technologies.
(originally Objective II.3, Page 12)

Activities	Timeline
• Technology resource persons from participating districts, NDE, UNO, the ESU's and from commercial companies will be identified.	1996-2000
• Technology resource persons will conduct software workshops.	1996-2000
• Technology resource persons will provide technical assistance for hardware and software.	1996-2000

Evaluation Plan

• A database of technology resource persons identified and their area of expertise will be created and disseminated.	1996-2000
• Log of workshops held, including date, topic and presenter.	1996-2000
• Survey of teachers about the use of technology resource persons.	96, 98, 2000

Status

The 19 Educational Service Units in the State of Nebraska are being made aware of the Community Discovered Project, and are helping to begin to identify specific technology resource persons within their individual locations. A semi-annual survey of Educational Service Units related to the Community Discovered Project is being modified to include questions regarding the project for eventual use in the evaluation process. In addition, a structured interview protocol is being developed for use in debriefing the technology resource persons, and several survey questions are being developed for teacher feedback related to the ongoing access and use of such individuals.

Objective 3.3 By 2000, 300 Nebraska educators, including 60 educators of rural and urban disadvantaged students, will be trained on computer-based educational strategies and integrated constructivist curriculum to effectively integrate art and other core subjects.
(originally Objective III.1, Page 13)

Activities	Timeline
• Participating teachers will attend a two week Prairie Visions Institute.	1996-2000
• Each participant will identify a partner with whom to collaborate on curriculum integration. The partner will attend a one day curriculum integration workshop.	1996-2000
• During the first year, teachers will attend a one week workshop at the Smithsonian.	1996-2000
• Teachers will review, analyze, and integrate art resources.	1996-2000
• Workshops on curriculum integration, constructivism, electronic portfolios, and technology will be held.	1996-2000

Evaluation Plan

• Teacher logs related to computer-based resources and integrated constructivist curriculum will be implemented.	1996-2000
• Survey of practice of teachers to examine if and how new skills are being implemented.	1996-2000
• Focus groups of educators will be conducted and summarized for feedback.	96, 98, 2000
• Case studies of 5 teachers who have participated throughout the project.	1997-2000
• Site visits to a sample of workshops will be conducted and summarized.	1996-2000

Status

The initial pilot group of Art and Technology Integration teachers have been trained in a workshop environment on an integrated constructivist curriculum, with an outside consultant during the summer. Many of the ATI teachers are working with self selected partners to initiate lesson development activities. They have also completed their week long visit to the Smithsonian to initiate an ongoing collaboration with the museums to begin to identify educational useful images for their own lesson development activities. An extensive listserv and electronic mail process is also being established as a "teacher log" process formalized for the evaluation. No work has yet been done related to the focus groups or individual case studies of teachers, although planning is being initiated to establish the necessary evaluation protocols for these eventual activities.

Applications for participants for year one (1) of the Community Discovered project have been submitted from the participants districts. From these, nine (9) teachers each from Westside and Grand Island, five (5) from Lexington and three (3) from Winnebago will be selected for participation. All applicants will be notified by early March of their status. It should be noted that some costs for participants from Westside and Grand Island will be borne by the Art and Technology Integration Grant, which is consistent with the approved application.

Objective 3.4 By 2000, 90% of project participants will demonstrate an increase in skills and knowledge in: a) use of computer-based educational strategies and resources, b) constructivism, c) curricula integrating art and other core subjects, d) use of electronic portfolio and other appropriate assessment strategies.
(originally Objective III.4, page 13)

Activities	**Timeline**
• Each participant will be assigned a technology mentor.	1996-2000
• Each participant will be assigned a curriculum integration mentor from the Prairie Vision faculty.	1996-2000
• NDE curriculum directors and specialists will provide assistance in core subject areas.	1996-2000
• Each participant will use electronic portfolios to reflect on their progress.	1996-2000

Evaluation Plan

- Survey of teacher skills and knowledge in a, b, c, and d. 96, 98, 2000

Status

The pilot teachers involved in the Art and Technology Integration project have received some initial training in computer based tools related to the Internet. This training has included e-mail, computer assisted slide shows, Hyperstudio, the WorldWideWeb, CD Rom Disk application, and search mechanisms. A mentor process is being established, and is currently informal and organized around the individual preference of project participants. The construction of the necessary survey and interview instruments, related to the relevant teacher skills and knowledge, is also underway by the evaluation team.

Pilot teachers in the ATI project were surveyed to determine their assessment of the summer objectives as preparation for activities associated with a-c above. Based on their feedback, plans are underway to provide in-service in the spring of 1996 for new participants prior to the summer workshops.

Planned in-service education for incoming participants targets training objectives related to a-c above, and is scheduled for April 1996. The intent is to provide baseline orientation to the goals of this project, the theoretical foundation in constructivist educational philosophy, and the skills necessary for accessing the Internet and the WWW. This training will be further elaborated on during the summer institutes and throughout ensuing activities associated with the project. The "spring training" will insure participants have the necessary foundations prior to the summer activities to optimize their use of access to resources availed to them through the Prairie Visions Institute and the National Museum of American Art site visit.

Objective 3.5 90% of project participants will successfully complete a minimum of 80% of the professional development activities they choose in their Professional Growth Plans.

Activities **Timeline**

- Each participant will create a Professional Growth Plan. 1996-2000

Evaluation Plan

- Survey of teachers related to Professional Growth Plans. 1996-2000

Status

Only the founding Westside Community School District currently has an established "Growth Plan" process which is being used to include the Community Discovered Project goals and activities for individual teachers. Other participating districts will need to be instructed on this process as they initiate project related activities, and report on their specific growth plans as part of the evaluation process.

BEST COPY AVAILABLE

Objective 3.6 90% of project participants will report positive attitudes towards the use of technology as an educational tool.
(originally Objective III.6, Page 13)

Activities	Timeline
• A survey of technology attitudes will be completed each year.	1996-2000

Evaluation Plan

• Attitude survey of teachers about the use of technology as an educational tool.	1996-2000

Status

The pilot teachers involved in the Art and Technology Integration project were surveyed for their attitudes related to the use of technology, and indicated very positive attitudes toward the use of technology in the teaching and learning process. Student interest was also quite high, with 43% of the teachers identifying student interest in the classroom as "much improved", and 47% identifying student interest as "improved". Evaluation work is focusing on expanding the survey process related to the attitudes of both teachers and students regarding their use of technology as an educational tool.

Objective 3.7 An additional 200 Nebraska educators, alumni in the Prairie Vision Consortium, will participate in at least one project-sponsored workshop session per year.
(originally Objective III.2, Page 13)

Activities	Timeline
• Workshops on a variety of topics will be held each year in various locations.	1996-2000
• Each participant will select an additional workshop on technology.	1996-2000

Evaluation Plan

• Lists of teacher participants related to professional development institutes and workshops.	1996-2000

Status

The Prairie Vision Consortium was established by the Nebraska Art Teachers Association and Nebraska Department of Education with support from the Getty Center for Education in the Arts, and includes over 90 public and private school districts in Nebraska. The consortium has already been active in the training process for the pilot Art and Technology Integration teachers, and in the planning and start-up activities related to the new Community Discovered Project. The consortium is also developing a computer assisted process for keeping track of alumni, and has helped partners in the Community Discovered Project link with each other in initial planning activities. A process for "tracking" workshop attendance is also being initiated for evaluation purposes.

Goal 4. To enable educators to implement effective integrated curricula incorporating art and other core subjects.

Activity IV: Integrated Curriculum, Instruction, and Assessment Strategies

Objective 4.1 A minimum of 632 constructivist curriculum modules will be developed and implemented incorporating one or more of the following a) Internet digitized images and museum resources, b) other Internet resources, c) multi-media projects, d) electronic portfolios, e) other computer applications. (Goals 1-4)
(originally Objective IV.1, Page 16)

Activities	Timeline
• Each teacher will develop two units during the first year and one unit in each successive year during the term of the grant.	1996-2000
• The units will be indexed and placed on each district's world wide web server.	1997-2000
• Participants will receive school year and summer support to work on their projects. First year = 15 days summer, 8 sub-covered days school year, partners 2 summer and 3 school Second year = 5 days summer, 8 sub-covered days school year, partners 2 and 3	1996-2000
• Partners will work with mentors and partners	1996-2000

Evaluation Plan

• Survey of teachers about the number of constructivist curriculum modules developed and implemented that use computer-based resources.	1996-2000
• Review of Web sites related to constructivist curriculum modules	1996-2000

Status

Several constructivist curriculum modules are under development by the teachers in the initial Art and Technology Integration Project which will be act as models for continued work in the Community Discovered Project. These units and lessons, being targeted for review in the evaluation process, are all multi-disciplinary in nature and include a wide variety of individual topics such as:

- the use of art in the integration and illustration of physics and motion
- the contribution of various cultures to Nebraska as illustrated by works of art
- the use of art in the student presentations of other countries, such as Japan, China, etc.
- the effects of acids, bases, and other chemicals on outdoor sculptures
- the illustration of poetry with art images
- the communication of ideas through art, and its use in high school counseling
- the use of art in speech classes, and the ways artists classify their art
- the study of various ethnic groups, by an examination of their culture through art
- the examination of Native Americans in Nebraska through art and its images
- the study of the American Depression, through art images of the 1920's and 1930's
- the study of Japanese internment of World War II, and its tragedy, through art images
- the discovery of self in the American westward expansion as seen through art images

Objective 4.2 **90% of participating teachers will effectively use one or more computer-based education strategies in their classrooms. Strategies will include Internet resources, electronic portfolios, Hypertext, multimedia, and others.**
(originally Objective IV.3, Page 16)

Activities	Timeline
• Site coordinator will work with each participating teacher to develop units	1996-2000
• Site coordinator and evaluators will provide feed back	1996-2000
• Smithsonian staff will provide assistance and resources	1996-2000

Evaluation Plan

• Attitude survey of teachers about the use of constructivist curriculum modules using technology.	96, 98, 2000
• Videotapes, filmed by partners, of samples of lessons to observe teaching and student learning in integrated constructivist curriculum using technology	1997-2000
• Site visits/teacher interviews to observe implementation of sample integrated constructivist curriculum	1997-2000
• Focus groups of students involved in integrated constructivist curriculum	1997-2000

Status

Initial training has been conducted for the Art and Technology Integration Teachers related to available Internet resources and basic computer use. As individual site coordinators are established, additional training and mentoring activities are planned. The evaluation team is beginning to prepare the appropriate measurement instruments, including attitude based questions for the teacher survey, and protocols related to the interview, videotaping, focus groups, and site visit activities.

Objective 4.3 **By 2000, the project will produce a comprehensive system of world wide web pages containing links to art resources and sample lessons developed by participating schools and available to Prairie Visions Consortium members through ARTnet.**

Activities	Timeline
• The site coordinators will develop district world wide web pages containing links to art resources and curriculum integration units.	1996-2000
• Project Director will coordinate the development of the home pages.	1996-2000
• Program Coordinator will help develop the district pages and lessons using a standard format.	1996-2000
• Site coordinators will develop a database of units and art resources for their district.	1996-2000
• Program Coordinator will compile the site databases.	1996-2000
• ARTnet facilitator will link project resources to Prairie Vision members.	1996-2000

Evaluation Plan

• Review of world wide web sites for lesson quality and appropriateness	1996-2000

Status

Although some lessons are underway by the pilot group of teachers involved in the Art and Technology Integration project, these lessons are not yet ready for web page access. A more general list of resources and links is being maintained by the ARTnet web page, which can be accessed at:

URL: http://www.nde.state.ne.us/ARTnet/ARTnethome.html

The ARTnet is an on-line resource maintained by the Nebraska Department of Education and Prairie Visions to help support the arts as a core subject in the K-12 curriculum, and is planned to be a major component in the Community Discovered Project's web page system. Individual districts do not yet have web pages, but these will be supported when a project computer specialist is hired. The current ARTnet web page has also been updated to include links to the Getty Center for Education in the Arts, and the Kennedy Center's ARTSEDGE, which provide general lesson plans and other curriculum resources, and which will provide a working model for the Community Discovered teachers. A lesson evaluation form is also being developed by the evaluation team for use in sample lesson review and documentation of lesson quality.

Goal 5: To create a national network of educators to support the development and implementation of appropriate learning strategies integrating art and technology with other core subject areas.

Activity V: Nationwide Community for Art and Technology Integration

Objective 5.1 ARTnet will be in place to provide curriculum models, museum resources, and continuing opportunities for information sharing, collaboration and support among educators.
(originally Objective III.3, Page 13)

Activities	**Timeline**
• ARTnet will link participants and experts	1996-2000
• ARTnet will provide access to curriculum modules, digitized images, and other museum resources	1996-2000
• ARTnet will support the ARTnet listserv and project related distribution lists	1996-2000

Evaluation Plan

• Log related to the use of NE ARTnet resources by educators	1996-2000

Status

ARTnet, the electronic network created by Prairie Visions and the Nebraska Department of Education is already operating successfully as a listserv, gopher, and web site. The list of subscribers to the listserv currently includes 139 individuals, and the web site currently receives approximately 400 visitors to the home page each month. ARTnet is also supporting curriculum based workshops, which will be available to the Community Discovered Project, that are called PALS (Partners in ARTnet Linked Services). Additionally, an On-line Student Art Gallery is also planned related to the project. ARTnet will eventually be a major source of technical assistance for participants in the Community Discovered Project, and the evaluation team will document its use and effectiveness as a

resource to project participants, using both teacher survey and electronic data collection procedures.

Objective 5.2 Cross-state partnerships will be in place to support replication of project activities.
(originally Objective V.2, Page 17)

Activities	Timeline
• State-level leadership teams from the central and mountain states and from the Getty institutes will learn how to replicate the project through the Institute, site visits, and electronic networks.	1996-2000
• Annual teleconference with Getty Center for Education Regional Institute leaders will indicate positive attitudes about art and technology integration and willingness to replicate project activities.	1996-2000

Evaluation Plan

• Survey of cross-state partnerships about support and replication of project activities.	1998-2000

Status

Cross-state partnership activities are not yet underway, and will be conducted primarily electronically to reduce project costs. Electronic feedback, for use in the evaluation process, will be solicited through web page forms, listserv participation, and electronic mail to identify the potential use by other states.

Objective 5.3 As a pilot cross-state partnership, the Community Discovered project and the Ohio Partnership for the Visual Arts will collaborate to expand on an effective integrated project in which middle school students use computer networking and video technologies to teach other about their social, cultural, and physical environments.
(originally Objective V.3, Page 17)

Activities	Timeline
• Students will share and discuss their work with peers using the Internet.	1996-2000

Evaluation Plan

• Structured interviews of pilot cross-state partnership participants	1996-2000

Status

To save project related costs, activities related to establishing partnership work with the Ohio Partnership for the visual arts will focus primarily on the use of electronic based collaborations, using electronic mail, listserv, and CUSeeMe based communication. A process for electronic data collection, and a structured interview process, related to this objective is being developed by the evaluation team.

Original Objectives numbers V.1, V.4, and V.5 have been embedded in the current objectives as a cost saving measure necessitated partially by budget reductions from the original application.

Summary

The project "The Community Discovered: The Search for Meaning through the Integration of Art and Technology in K-12 Education" is completing its initial start-up and organizational activities, and is beginning many of the comprehensive project activities. The project has continued to embrace advanced information based technologies, and has refined its plans as technology based applications continue to evolve with new capabilities, such as the World Wide Web. The project is building upon a strong organizational foundation provided by the Art and Technology Integration project, that is acting as a pilot project for the Community Discovered Project. In addition, the project is drawing upon successful and extended collaboration with ARTnet, an electronic communications network, and Prairie Visions, a very active consortium of discipline based art educators. The Smithsonian Institution is providing solid leadership and ongoing support. The ongoing work on electronic images by the project's group of museums, such as the Smithsonian, promise to provide a rich resource for the integration of art into other disciplines via the Internet.

The project activities are starting to move from an organizational to implementation process, and there are efforts underway related to each specific project objective. The evaluation plan is also in place, and specific evaluation activities are being initiated related to each project objective. These evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Initial evaluation work is focusing on formalizing the data collection process, and includes developing surveys, establishing electronic data collection procedures, initiating school based data collection activities, and creating formal protocols related to the planned structured interviews, site visits, and project related observations.

Perhaps most importantly, there is a real team effort underway by all stakeholders in the Community Discovered Project to positively effect the learning environment for all students. As the project continues to move forward, it is expected that the Community Discovered Project will continue to evolve as the collaborative and organizational structure becomes more refined. The project is indeed a comprehensive one, and its systematic startup process and the development of a careful evaluation plan are no doubt critical components in moving the project forward effectively. The commitment by all participants to contribute to the overall success of the project will no doubt provide a natural catalyst for such success, as the project continues to implement its very aggressive list of goals and objectives.

IV. Supplemental Information

The Community Discovered project and its planning is evolving to take greater advantage of the evolution of the Internet, and in particular, will make a stronger use of the WorldWideWeb for storage and retrieval of images and lessons. It will also make greater use of videoconferencing, listservs, and other telecommunications available on the Information SuperHighway. Although budget considerations caused restrictions in originally planned cross-state partnerships, the evolution of technology (e.g., economical videoconferencing options) may allow for pursuit of some of those activities that were at risk due to funding limitations. Also due to budget considerations, the project will be making a closer connection with the ESUs to deliver some of the technical support.

The Smithsonian has played a solid leadership role in the project and communicates regularly with many of the ATI participants and project staff. They have also been instrumental in helping identify useful images for incorporation in teacher lessons and units. The educational projects being developed by the ATI participants are multidisciplinary in nature and cover a wide range of traditional disciplines (i.e.: physics, history, writing), and provide a good model for future participants and for further refinement as part of The Community Discovered project.

The evaluation plan is an aggressive one, longitudinal and formative in nature, and includes multiple sources of information to target each objective. Both qualitative and quantitative data will be

included and will be triangulated in activities such as through activities such as portfolio assessment on teachers and students.

V. Budget Report

Personnel

The Project Director and the Administrative Assistant were hired January 15, 1996, and therefore no charges for personnel were made against the Grant for these key positions. With these positions filled, administration of Grant activities was initiated. Currently position vacancies remaining to be filled are in process and should be filled in March 1996. The projected expenditures for the remaining funding period (February, March 1996() equals $29,984.00 leaving $122,860.00 in carry forward funds. These funds will be expended on personnel costs, and can be more accurately predicted when actual costs for new personnel are known. Additionally, there are personnel costs for this funding period that have been assumed by the school districts and will be charged to the budget, now that prodect staff are in place. Unrealized expenditures in this category will be utilized as contingency funds to cover personnel costs for October-December, 1996.

Benefits

Benefit costs were predicted on the basis of 28% of salary. As personnel positions are filled, actual benefit costs will be reflected. Currently $8395.00 are predicted to be committed for the current funding period. The remaining unobligated funds will be carried forward for use in paying benefits during the next funding period and as contingency funds to cover benefit costs for October-December 1996.

Travel

Currently $2,132 are funds obligated during February 1996. Anticipated travel during March, 1996, is projected to be approximately an additional $2,000 for project staff. Participant travel for in-services in February, 1996, have not yet been invoiced but will be expended. Anticipated remaining unobligated funds, if they exist, will be carried forward to cover costs for travel or will be reprogrammed, if appropriate and upon approval.

Equipment

Purchase of the Image servers for Lexington and Winnebago is expected to occur in March, 1996. No other equipment costs were budgeted for this time period.

Supplies

Although no costs for supplies were posted prior to January 31, 1996, committed funds for February and March, 1996, total $21,109.00. Purchase of both hardware and software are anticipated to be committed in March, 1996, when costs are predicted to be most reasonable. If there are funds remaining unobligated in this funding period, they will be carried forward as contingency funds for the October-December 1996 period of time.

Contractual

A contract with the University of Nebraska at Omaha for project evaluation has been agreed upon, for an annual amount of $75,000.00. No charges have yet been invoiced as of January 1996. Negotiations with FarWest Labs/West Ed, are in progress for their role as consultants/oversite evaluators. It is anticipated that the costs for contracted services will be incurred in March 1996. If there are remaining funds, they will be considered for carry forward in the next funding period.

Other

While only $1,156.00 have been expended as of January, 1996, it is anticipated that costs for the remaining items in this category will be incurred in March 1996. If these remain unobligated, they will be carried forward in the next funding period as the tasks will be necessary.

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Community Discovered: The Search for Meaning Through the Integration of Ary and Technology in K-12 Education - Progress Report No.1	
Author(s): Kathy Coufal, Neal Grandgenett	
Corporate Source: University of Nebraska at Omaha	Publication Date: February, 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: Neal Grandgenett Professor
Organization/Address: Univ. of Nebraska at Omaha Teacher Education Dept. 6001 Dodge Street, Omaha, NE	Telephone: 402/554-2690 FAX: 402/554-3491
	E-Mail Address: neal_grandgenett@unomaha.edu Date: 4/2/99